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ABSTRACT

This report of the Bilingual Education and English-as-a-Second-Language Program carried out in Dallas, Texas, schools considers the following: (1) procedures and instruments being used to identify and assess limited-English-proficient (LEP) students; (2) number of students of limited English proficiency that have been identified, and the characteristics of these students; (3) number of LEP students receiving program services; (4) the parental advisory committee; (5) notification of parents of LEP students as to their child's placement in bilingual education programs and their right to transfer their children to all English-based instructional programs; and (6) the recruitment of education instructors with acceptable credentials. Appendices include a sample parental survey of home language for grades K-8, a summary of test administration procedures, and a form for parent notification of student enrollment in bilingual education. A crosstabulation of the LEP student population by grade and level of English proficiency and by primary language and grade, and a breakdown of the delivery of services by grade level are also presented. (JCD)

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UD 022 118

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and Information Systems
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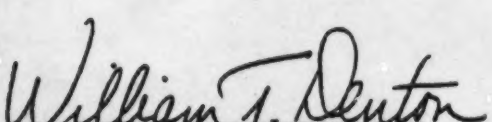
INTERIM EVALUATION OF THE BILINGUAL EDUCATION AND ENGLISH-AS-A-SECOND-LANGUAGE PROGRAM

BE82-431-51-09

Ted O. Almaguer

Approved interim report of the
Department of Research and Evaluation



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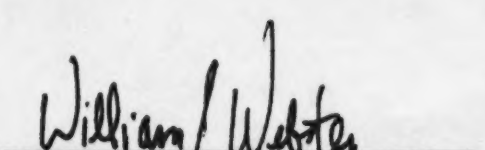

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Dallas, Texas
November 1981

Interim Evaluation of the Bilingual Education and English-As-A-Second-Language Program

Evaluator: Ted O. Almaguer

The main intent of this report is to provide the Office for Civil Rights and DISD administrative personnel with the initial findings of the evaluation of the Bilingual Education and English-as-a-Second Language Program. The report brings to bear new information and an update on earlier information given in past reports, entitled "Evaluation of the Lau Program." The report is subdivided into five sections. First, a brief program description outlining the project's goals, objectives, and activities is given. Second, the major evaluation questions are listed. Third, data collection procedures are discussed. Fourth, current evaluation findings are presented. Finally, a summary of ongoing evaluation activities is given.

Program Description

The Bilingual Education and English-as-a-Second-Language Instructional (BE/ESL) Program is designed to provide bilingual education and English-as-a-Second Language (ESL) instruction to students of limited English proficiency (LEP). The bilingual education curriculum includes subject matter instruction and language development in Spanish and in English. In addition, the curriculum focuses on the development of students' self-confidence, positive self-concepts, and positive attitudes toward the student's cultural heritage. The ESL curriculum stresses the

comprehension and utilization of the English language through ESL instruction.

The main intent of the BE/ESL Program is to help students of limited English proficiency to effectively participate in the District's English-based educational program. The objectives of the program are:

1. To identify, assess, and categorize all students of limited English proficiency within the DISD.

2. To diagnose their level of language proficiency and to prescribe and deliver appropriate instructional programs to them.

3. To notify parents regarding the placement of students in appropriate bilingual education settings.

4. To utilize strategies in bilingual education and ESL curriculum that meet the academic needs of LEP students.

5. To utilize a campus level team approach in reviewing student data and DISD criteria for program placement and exiting purposes.

6. To monitor student progress.

7. To monitor the implementation of bilingual education.

8. To monitor the implementation of the ESL curriculum.

9. To recruit, train, and assign staff and teachers in an effort to maximize the delivery of services to LEP students.

10. To evaluate the bilingual education and ESL instructional programs.

The implementation of the BE/ESL Program represents the District's commitment to meet the letter and spirit of the United States Supreme Court decision, Lau v. Nichols (1974) 414 U.S. 563,94 S. Ct. 786. In this class action suit, the Supreme Court of the United States ruled that school districts were to provide special language services to all students of limited English proficiency so the students could effectively participate in the Districts' educational systems.

Major Evaluation Questions

1. What procedures and instruments are being used to identify and assess limited-English-proficient students?

2. How many students of limited English proficiency have been identified? What are the characteristics of the LEP students?

3. How many LEP students are receiving program services?

4. Was the parental advisory committee comprised of LEP students' parents appointed and made aware of its responsibilities?

5. Are parents of students of limited English proficiency being notified of their child's placement in bilingual education programs and of their right to transfer their children from these programs to all English-based instructional programs?

6. How many bilingual education/ESL instructors have been recruited with acceptable credentials?

Data Collection Procedures

The enumeration and linguistic statistics on the LEP student body were obtained from the District's machine-readable data base on October 1981. Telephone interviews with 30 parents of limited-English-proficient students were conducted during October and November to determine if they had received written notification of their program placement options. An on-site visit was made to a Bilingual Education Parent Advisory Committee meeting held on October 28, 1981, to determine if the participating members were made aware of their primary responsibilities as specified in state and federal mandates. Data relative to the procedures being used to identify LEP students were obtained through interviews with personnel from the District's System-wide Testing Department during October. Statistics regarding the success of personnel recruitment efforts were obtained from the District's Personnel Department on November 20.

Major Evaluation Questions and Results

1. What procedures and instruments are being used to identify and assess limited-English-proficient students?

The identification of the LEP student body is being conducted in four phases. In the first phase, parents are being asked during student registration to respond to home language survey forms. The results of these surveys serve to identify those students who need to be assessed with language proficiency measures and standardized English reading and language achievement tests. Copies of the survey forms and accompanying letters of introduction written in Spanish, Vietnamese, Laotian, and English have been included in Appendix A.

In the second phase of the identification process, language proficiency measures are being administered to students whose parents have indicated a language other than English to one or more questions on the home language survey form. The Language Assessment Scales level I and level II are being administered to K-5 and 6-12 students, respectively. The LAS test items give measures of phoneme production, oral lexical production, and aural syntax production. Both LAS-I and LAS-II are administered on an individual basis by trained examinees. The amount of time it takes to administer the LAS tests varies considerably with respect to the child's proficiency in English. In general, however, the results of this year's assessment reveal that LAS-I and LAS-II require approximately 40 and 30 minutes to administer, respectively. These time estimates include the time spent in establishing rapport with the students, the actual time spent in administering the instruments, and the time which is required to escort the students to and from their respective

classrooms. The time estimates do not include the time spent in scoring and record keeping.

In the third phase of the assessment, newly enrolled second- through twelfth-grade students who have been assessed and categorized as level 4 or 5 on the LAS I or LAS II are being administered on grade level standardized reading and language tests. Second- through eighth-grade students are being assessed with a preselected set of reading and language subtests of the Iowa Tests of Basic Skills (ITBS); ninth- through twelfth-grade students are being administered the reading and written expression (language) subtests of the Tests of Achievement and Proficiency (TAP). Additional information on test assignment and achievement test content is given in Appendix B.

The major portion of the achievement testing began on October 6 and is scheduled to terminate on November 6. The results of the assessment will be summarized and communicated to local language proficiency assessment committees as soon as possible so the committees may address their responsibilities in the identification process.

In the fourth and final phase of the identification process, the language proficiency assessment committees are to use the language proficiency test results, the standardized achievement test data (whenever applicable) including concomitant information (e.g., teacher observations) for making program placement decisions. These activities have been initiated and are nearing completion. The results of these activities will be forwarded to the Office for Civil Rights in the next report.

2. How many students of limited English proficiency have been identified? What are the characteristics of the LEP students?

Precise enumerations of the various LEP student bodies are not available at this time due to the District's recent implementation of new criteria and procedures for the identification of LEP students.* It is possible, nonetheless, to estimate the size and describe the characteristics of the various LEP student bodies by observing one modified criterion of four possible criteria which are being used to identify LEP students. This criterion is based on the student's performance on English language proficiency measures. Specifically, a student may be defined as LEP for the sake of obtaining statistical estimates if the student is categorized less than level 4 on the LAS-I or LAS-II or less than level 5 on the Primary Acquisition of Language (PAL). The statistics on the various potential LEP student bodies in Tables 1, 2, and 3 are based on this criterion and are

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*The District has agreed to utilize campus level teams in identifying LEP students. Campus level teams are to classify any student meeting one or more of the following criteria as limited English proficient:

1. "When the student's ability in English is so limited that the English LAS cannot be administered."

2. "When the student's level of proficiency on the English LAS is 1, 2, or 3."

3. "When the student's level of proficiency on the English LAS is 4 or 5 and the student's scores on the ITBS reading and languge tests (grades 2-8) or the TAP reading and written expression tests (grades 9-12) are below the national 40th percentile."

4. "When the language proficiency assessment committee [campus level team] determines that a student's proficiency in English is either inadequate or significantly less than proficient in the primary language."

being offered in lieu of exact counts. When the exact counts become available, they will be communicated to the Office for Civil Rights as an addendum to this report. Table 1 provides a crosstabulation of the predefined LEP student body by grade level and level of English proficiency. The students' levels of English proficiency which were obtained via the LAS and PAL have been reported separately since the tests have not been equated. That is, there exists a lack of information on the relationship between the various levels of the two tests. The students categorized under the four levels of the PAL represent the students who were identified as limited English proficient prior to the beginning of this year. The PAL was replaced by the LAS-I this year in an effort to obtain more reliable and valid estimates of students' linguistic skills.

A crosstabulation of the predefined LEP student body by primary language and grade level is given in Table 2. The statistics in this table reveal that the Laotian and Vietnamese LEP student bodies in addition to the Spanish LEP student body have reached proportions where the District may need to provide them with bilingual services as outlined under recent federal and state mandates. Whereever resources permit, these mandates require that when 20 or more students with the same language at the same grade level exist, the the District must provide bilingual services. Specific guidelines and approved methods for delivering bilingual services to these students are outlined in section 2, S.B. 477, Acts of the 67th legislature, Regular Session, 1981, Texas Administrative Code and Statutory Citations.

Table 1

A Crosstabulation of the LEP Student Body
By Grade and Level of English Proficiency

Grade	LAS LEVEL				PAL LEVEL					Grand Total
	1	2	3	Total	1	2	3	4	Total	
K	1008	115	116	1239	3	3	4	0	10	1249
1	189	24	20	233	906	125	325	334	1690	1923
2	74	8	6	88	787	94	277	303	1461	1549
3	71	7	7	85	772	98	249	269	1388	1473
4	71	7	6	84	485	70	182	242	979	1063
5	60	6	7	73	375	76	210	241	902	975
6	37	0	3	40	291	49	178	190	708	748
7	120	54	45	219	209	106	288	161	764	983
8	314	272	146	732	1	2	1	0	4	736
9	167	75	123	365	0	0	0	0	0	365
10	107	60	177	344	0	0	1	0	1	345
11	48	44	106	198	0	0	0	0	0	198
12	22	14	62	98	0	0	0	0	0	98
Total	2288	686	824	3798	3829	623	1715	1740	7907	11705

Note. These statistics were obtained from the District's data base in October 1981. Levels 1 through 4 represent varying degrees of English language proficiency. Each number is indicative of the student's command of the English language (the larger the number the better the student's command of the English language).

Table 2

A Crosstabulation of the LEP Student Body
By Primary Language and Grade

Language[a]	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Amharic	0	2	0	2	1	0	0	0	0	0	1	0	3	9
Arabic	3	4	2	0	5	0	1	0	1	0	1	0	3	20
Cambodian	3	6	4	7	10	9	3	3	8	7	4	0	0	64
Cantonese	0	0	0	0	0	0	0	0	0	0	2	0	0	2
Chinese	3	4	5	4	6	8	1	4	5	3	1	7	2	53
Choctaw	0	0	0	0	0	0	0	0	2	0	0	0	0	2
Dutch	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Egyptian	0	0	0	0	0	0	0	0	0	0	1	0	0	1
English	109	190	204	245	138	139	116	197	162	22	37	32	12	1603
Farsi	0	1	0	0	0	0	1	0	1	0	1	1	0	5
French	2	2	0	0	0	0	1	1	0	0	1	1	1	9
German	1	0	0	0	1	0	0	0	0	0	0	0	0	2
Greek	1	1	1	1	0	0	0	0	0	0	0	0	0	4
Gujarti	1	3	2	0	2	0	0	1	2	0	1	1	0	13
Hebrew	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Hindi	0	1	0	0	0	0	1	0	0	0	0	1	0	3
Hmong	3	3	1	0	0	2	1	0	1	1	0	1	0	13
Italian	0	1	1	0	0	0	0	0	0	0	1	0	0	3
Japanese	0	0	0	0	0	1	0	0	1	0	0	0	0	2
Khymer	1	6	4	3	1	1	0	1	3	1	0	0	0	21
Korean	3	2	2	3	4	1	2	5	1	1	2	5	0	31
Lao	18	48	23	25	16	24	13	29	18	14	18	5	0	251
Malayalam	3	0	1	0	0	1	0	1	0	0	1	0	0	7
Navajo	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Niger Congo	0	0	1	0	1	1	1	0	0	0	0	0	0	4
Norwegian	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Persian	0	0	0	0	0	0	0	0	0	0	0	0	2	2
Pilipino	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Portuguese	0	0	0	1	0	0	0	1	0	2	1	0	0	5
Spanish	1076	1603	1279	1149	845	771	591	720	510	290	249	126	67	9276
Tagalog	0	1	0	3	2	0	2	2	2	0	0	0	1	13
Thai	0	0	0	0	1	0	0	0	0	0	0	1	0	2
Urdu	1	1	2	0	0	0	1	0	0	0	0	0	1	6
Vietnamese	20	41	16	30	30	16	13	18	19	24	22	15	6	270
Ibo-Nigeria	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Missing Data	0	3	0	0	0	0	0	0	0	0	0	0	0	3
Total	1249	1923	1549	1473	1063	975	748	983	736	365	345	198	98	11705

[a]Primary language is defined as the language the student learned prior to any other language.

3. How many LEP students are receiving program services?

The following statistics were obtained from a District-wide survey which was coordinated by the District's Bilingual Education Department during September 1981. The survey revealed that 11,864 students were receiving program services. Specifically, bilingual education services were being made available to 5,068 students; 6,796 students were receiving the English-as-a-Second-Language instructional component of the Bilingual Education program due to critical shortages of certified bilingual instructors. Readers interested in specific information relative to the delivery of services by grade level should refer to Table 3.

4. Was the parental advisory committee comprised of LEP students' parents appointed and made aware of its responsibilities?

A state mandate approved by the 67th Texas legislature requires every school district in the state with a population of 50 or more students using Spanish as their primary language to appoint a parent advisory committee consisting of parents of such students. In an effort to comply with this mandate, the District's five subdistrict administrators identified ten prospective candidates and submitted their names to the Board of Education for approval. On September 24, 1981, the District's trustees approved the ten nominees to serve on the District's bilingual Education Parent Advisory Committee. The committee members are: Rafael Franco, Lino Lozano, Guadalupe de Luna, Yolanda C. Alaniz, Martha Espinoza, Arturo Liendo, Jr., Jovita Martinez, Rose Marie Sutherland, Sandra Sanchez, and Madan G. Goyal.

Table 3

A Breakdown of the Delivery of Services
By Grade Level

Grade	Instructional Program: Bilingual Education	Instructional Program: ESL only	Total
K	1057	678	1735
1	1184	787	1971
2	915	644	1559
3	764	711	1475
4	414	618	1032
5	368	638	1006
6	308	455	763
7	0	798	798
8	0	629	629
9	23	323	346
10	12	305	317
11	13	155	168
12	10	54	64
Total	5068	6796	11864

The newly appointed Bilingual Education Parent Advisory Committee (BEPAC) met for an orientation in the Board Room of District's Administration Building on October 28, 1981 at 7:00 p.m. Mr. Angel Noe Gonzalez, Director of the Bilingual Education Department, presided. Each parent present, Rafael Franco, Sandra Sanchez, Martha Espinoza, and Madan G. Goyal, received: (a) a list of the committee member's names, addresses, and the names of the subdistricts they are to represent, (b) an evaluation summary in English and Spanish of the 1980-81 Title I Migrant Tutoring Program, and (c) a set of Texas Education Agency (TEA) materials outlining the Court Order in Civil Action 5281, a copy of TEA rules, regulations, and guidelines specified in the Court Order and Texas Senate Bill 477 and briefs from the Texas administrative code, chapter 77, subchapter R, Bilingual Education.

The contents of the materials were explained both in Spanish and English by Mr. Gonzalez and the participating BEPAC members were given an opportunity to comment and ask questions relative to their concerns. In addition, the members were made aware of their advisory responsibilities as outlined in the Court Order and TEA guidelines. The overall responsibility of the BEPAC is to submit annual reports to TEA concerning compliance of the local district with the terms of state and federal mandates and to make recommendations for corrective actions if necessary.

The mandate requiring the appointment of a District-wide language proficiency committee specifies that the members shall be parents of limited-English-proficient students. At the time of the committee's approval, all members were parents of students who had been

identified as limited English proficient. Since that time, the children of one parent, Rose Marie Sutherland, have all been reclassified as English proficient. The mandate is silent relative to the actions which should be initiated under these circumstances.

5. Are parents of students of limited English proficiency being notified of their child's placement in bilingual education programs and of their right to transfer their children from these programs to all English-based instructional programs?

The District's waiver for Emergency School Aid Act Funding requires the District to notify parents of 6-12 LEP students of their childrens' placement in bilingual programs and of their right to transfer them from these programs to all English-based instructional programs. The District has extended the spirit of this communication to all students and is currently requiring local school campuses to inform parents via board approved form letters. Copies of these letters in both English and Spanish are given in Appendix C.

Beginning on October 1981, telephone interviews were initiated with parents to determine whether they had received written notification of their children's placement in bilingual programs and of their perogative to transfer them from these programs. Approximately midway through these interviews, four parents, two from school A and two from school B, reported that they had not received written notification. At this point, the evaluator chose to modify the preselected random sampling design of parent interviews in an effort to determine if the two school campuses, A and B, had failed to comply with the communication requisite. An additional 6 and 4 parents from school A and school B, respectively, were interviewed. These ten parents reported that they had received written notification. The interviews with parents of other schools were then

continued until a total of 30 parents had been interviewed. Of the 30 parents interviewed, 26 reported that they had written notification; 4 said they had not. On the basis of the sample evidence, it appears that local school campuses are complying with the communication mandate. The evaluator suspects that at least one of the four negative responses may be attributable to a lack of literacy on the part of the parent. The parent had a difficult time expressing herself both in Spanish and in English and admitted she had received minimal schooling. The other three parents may have been oversights.

Schools A and B have been notified of the four parents who reported that they had not written notification so that designated school personnel may take the necessary actions to notify these parents of their childrens' program placement options.

6. How many bilingual education/ESL instructors have been recruited with acceptable credentials?

The following statistics were compiled by personnel from the District's Department of Personnel during October 18 through November 13, 1981. The statistics are based only on certified instructors which were assigned to bilingual education and ESL teaching positions. The statistics are also based only on personnel data that have been computerized. Thus, the statistics do not reflect personnel who have been recruited but who have not been entered into the District's machine-readable data base. There is approximately a one month delay between the recruitment of new personnel and the computerization of demographic and employment statistics on these personnel.

Of the 226 certified bililngual and 34 ESL instructors who were in bilingual and ESL teaching positions on May 19, 1981, 56 bilingual and 3 ESL instructors did not return to their respective teaching positions. Currently, there are 245 certified bilingual and 43 ESL instructors in bilingual and ESL teaching positions. Thus, the District has suceeded in recruiting 75 certified bilingual and 12 ESL instructors in the past six months. Given the relatively large attrition rates of bilingual education (56/226 = 24.8%) and ESL (3/34 = 8.8%) instructors during the past few months, the net gains in bilingual education (N = 19) and ESL (N = 9) instructors are commendable. Notwithstanding, at this rate of attrition, the current critical personnel shortages may not be rectified in several years. District personnel may wish to study the factors which are contributing to this large attrition rate so that current personnel shortages may be addressed in a shorter period of time.

Under the District's addendum for Emergency School Aid Act Funding, the District agreed to hire 44 additional bilingual aides in an effort to provide additional language services to a larger number of LEP students who were receiving only ESL instructional services in the past. The District's Department of Personnel has been extremely successful in meeting this contractual agreement. Of the 44 additional aides to be employed, 38 of the positions have been filled. Thirty of the positions were filled as a result of reassigning bilingual aides who were assigned to non-bilingual settings into bilingual positions thus making better use of the employees' skills. Some personnel who were transferred into

bilingual positions were employees who were previously assigned to positions which were eliminated for the 1981-82 school year. On November 6, 1981, the records from the Districts' Department of Personnel showed a total of only 6 unfilled aide vacancies.

Ongoing Evaluation Activities

Additional data are being collected to corroborate ongoing efforts to recruit certified bilingual education and ESL instructors. Process evaluation activities are being initiated for the purpose of identifying potential sources which may be precluding the delivery of services to all students of limited English proficiency such as inadequate resources and facilities, instructional discontinuities between grade levels and communication breakdowns. On-site classroom visits are being initiated to describe the instructional services being made available to LEP students and for the purpose of identifying instructional attributes which may have a positive or negative impact on student language development and student academic achievement. Finally, the District's subsystems for assessing, monitoring, and exiting students are being examined.

APPENDIX A

Place 4-line Demographic label here. If label is not available, fill in student information below.

WHITE — Data Services
CANARY — Student File

dallas independent school district

PARENTAL SURVEY OF HOME LANGUAGE
GRADES K-8

STUDENT INFORMATION:

School Location Number _____

Name: _____
I.D. Number _____

Sex:
_____ Male
_____ Female

_____ American Ihdian or Alaskan Native
_____ Asian or Pacific Islander
_____ Black Not of Hispanic Origin
_____ Hispanic
_____ White Not of Hispanic Origin

Grade: _____

431-18

PARA QUE LO COMPLETA EL PADRE o TUTOR:

1. ¿Cuál fue la primera lengua que aprendió su niño? _____
2. ¿Qué lengua se habla en su casa normalmente? _____
3. ¿Qué lengua habla su niño con más frecuencia? _____

_____
Firma del Padre o Tutor

_____
Fecha

Place 4-line Demographic label here. If label is not available, fill in student information below.

WHITE — Data Services
CANARY — Student File

dallas independent school district

PARENTAL SURVEY OF HOME LANGUAGE
GRADES 9-12

STUDENT INFORMATION:

School Location Number _____

Name: _____
I.D. Number _____

Sex:
_____ Male
_____ Female

_____ American Indian or Alaskan Native
_____ Asian or Pacific Islander
_____ Black Not of Hispanic Origin
_____ Hispanic
_____ White Not of Hispanic Origin

Grade: _____

431-19

PARA QUE LO COMPLETE EL PADRE, TUTOR, O EL ESTUDIANTE:

1. ¿Cuál fue la primera lengüa que aprendió su niño? _____
2. ¿Qué lengüa se habla en su casa normalmente? _____
3. ¿Qué lengüa habla su niño con más frecuencia? _____

_____
Firma del Padre, Tutor, o Estudiante

_____
Fecha

23

24

WHITE — Data Services
CANARY — Student File

Place 4-line Demographic label here. If label is not available, fill in student information below.

dallas independent school district

PARENTAL SURVEY OF HOME LANGUAGE
GRADES K-8

STUDENT INFORMATION:

School Location Number _____

Student:_____
I.D. Number_____

Sex:
_____Male
_____Female

ETHNIC RACIAL CATEGORY
_____ American Indian or Alaskan Native
_____ Asian or Pacific Islander
_____ Black Not of Hispanic Origin
_____ Hispanic
_____ White Not of Hispanic Origin

Grade: _____

431-20

พ่อ-แม่ หรือผู้ปกครองเป็นผู้ตอบคำถาม:

1. เด็กคนอื่นๆ ในบ้านของท่านใช้ภาษาอะไรในการสื่อสารกันเป็นส่วนใหญ่? _____
2. เด็กคนอื่นๆ ในบ้านของท่านใช้ภาษาอะไรในการสื่อสารกันเป็นส่วนใหญ่? _____
3. ตามปกติแล้วเด็กคนอื่นๆ ในบ้านของท่านใช้ภาษาอะไรในการสื่อสารกันเป็นส่วนใหญ่? _____

_____
ลายเซ็นของพ่อ-แม่ หรือผู้ปกครอง

_____
วันที่

Place 4-line Demographic label here. If label is not available, fill in student information below.

WHITE — Data Services
CANARY — Student File

dallas independent school district

PARENTAL SURVEY OF HOME LANGUAGE
GRADES 9-12

STUDENT INFORMATION:

School Location Number _____

Student: _____
I.D. Number _____

Sex:
_____ Male
_____ Female

ETHNIC RACIAL CATEGORY
_____ American Indian or Alaskan Native
_____ Asian or Pacific Islander
_____ Black Not of Hispanic Origin
__ __ Hispanic
__ __ White Not of Hispanic Origin

Grade: _____

431-21

มัธยม หลักสูตรอาชีพ

1. เด็กคนนี้ของท่านใช้ภาษาอะไรพูดเป็นครั้งแรกที่เกิด? _____
2. เด็กคนนี้ของท่านใช้ภาษาอะไรพูดในเวลาปัจจุบันนี้? _____
3. ตามปกติเด็กคนนี้ของท่านใช้ภาษาอะไรมากที่สุด? _____

_____
ลายเซ็นของ พ่อ-แม่ หรือ ผู้ปกครอง หรือนักเรียน

_____
วันที่

27

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WHITE - Data Services
CANARY- Student File

Place 4-line Demographic label here. If label is not available, fill in student information below.

dallas independent school district

PARENTAL SURVEY OF HOME LANGUAGE

GRADES K - 8

STUDENT INFORMATION:

School Location Number _____

Student: _____ Sex:
I.D. Number _____
_____Male
_____Female

ETHNIC RACIAL CATEGORY
_____American Indian or Alaskan Native
_____Asian or Pacific Islander
_____Black Not of Hispanic Origin
_____Hispanic
_____White Not of Hispanic Origin

Grade: _____

431-22

TO BE COMPLETED BY PARENT OR GUARDIAN:

1. Cho biết ngôn-ngữ đầu tiên con em Quý-vị học ở nhà ? _____
2. Cho biết thứ tiếng nào thường được nói ở nhà ? _____
3. Cho biết thứ tiếng nào con em Quý-vị thường hay sử-dụng ? _____

_____
Chữ ký của Phụ-Huynh hay Người Giám-Hộ

_____
Ngày

WHITE - Data Service
CANARY- Student File

Place 4-line Demographic label here. If label is not available, fill in student information below.

dallas independent school district
PARENTAL SURVEY OF HOME LANGUAGE

GRADES 9 - 12

STUDENT INFORMATION:

School Location Number _____ Student I.D. Number _____ Student: _____

Sex:
_____ Male
_____ Female

ETHNIC RACIAL CATEGORY
_____ American Indian or Alaskan Native
_____ Asian or Pacific Islander
_____ Black Not of Hispanic Origin
_____ Hispanic
_____ White Not of Hispanic Origin

Grade: _____

431-23

TO BE COMPLETED BY PARENT, GUARDIAN, OR STUDENT:

1. Cho biết ngôn-ngữ đầu tiên con em Quý-vị học ở nhà ? _____
2. Cho biết thứ tiếng nào thường được nói ở nhà ? _____
3. Cho biết thứ tiếng nào con em Quý-vị thường hay sử-dụng ? _____

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_____
Chữ ký của Phụ-Huynh, Người Giám-Hộ, hay chữ ký của Học sinh

_____
Ngay

32

Place 4-line Demographic label here. If label is not available, fill in student information below.

WHITE — Data Services
CANARY — Student File

dallas independent school district

PARENTAL SURVEY OF HOME LANGUAGE
GRADES K-8

STUDENT INFORMATION:

School Location Number _____

Student: _____
I.D. Number _____

Sex:
_____ Male
_____ Female

ETHNIC RACIAL CATEGORY
_____ American Indian or Alaskan Native
_____ Asian or Pacific Islander
_____ Black Not of Hispanic Origin
_____ Hispanic
_____ White Not of Hispanic Origin

Grade: _____

431-24

TO BE COMPLETED BY PARENT OR GUARDIAN:

1. What is the first language your child learned at home? _____
2. What language is normally spoken at home? _____
3. What language does your child normally speak? _____

_____
Signature of Parent or Guardian

_____
Date

Place 4-line Demographic label here. If label is not available, fill in student information below.

WHITE — Data Services
CANARY — Student File

dallas independent school district

PARENTAL SURVEY OF HOME LANGUAGE
GRADES 9-12

STUDENT INFORMATION:

School Location Number _____

Student:_____
I.D. Number_____

Sex:
_____Male
_____Female

ETHNIC RACIAL CATEGORY
_____ American Indian or Alaskan Native
_____ Asian or Pacific Islander
_____ Black Not of Hispanic Origin
_____ Hispanic
_____ White Not of Hispanic Origin

Grade: _____

431-25

TO BE COMPLETED BY PARENT, GUARDIAN, OR STUDENT:

1. What is the first language your child learned at home? _____
2. What language is normally spoken at home? _____
3. What language does your child normally speak? _____

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_____
Signature of Parent, Guardian, or Student

_____
Date

APPENDIX B

Procedures for Test Administration
(October 26 - November 6, 1981)

1. Who is to be Tested? All new students whose level on the English LAS is 4 or 5 will be administered the ITBS reading and language tests (grades 2-8) or the TAP reading and written expression tests (grades 9-12).

2. Subtests to be Administered.

Grade	Test	Subtest	Time
2	ITBS (Primary)	R: Reading Comprehension R1: Pictures R2: Sentences R3: Stories L: Language Skills L1: Spelling	(Untimed)
3-8	ITBS (Levels)	R: Reading Comprehension L: Language Skills L1: Spelling L2: Capitalization L3: Punctuation L4: Usage	Timed
9-12	TAP	Reading Comprehension Written Expression	Timed

3. Test Levels. (There is no off level testing for the test administration)

Grade	Level
2	8
3	9
4	10
5	11
6	12
7	13
8	14
9	15
10	16
11	17
12	18

4. Number of Test Materials. The quantity of test materials sent to each school was based on the approximate number of students scoring 4 or 5 on the LAS. You may request additional materials from Jacquelyn Burns Powell 421-4383 at the Service Center.

5. Answer Documents. Demographic information (name, ID number, grade) on each answer booklet or answer sheet must be completed.

6. Group Header. One group header must be completed for each group tested. Results will be grouped according to the way they are sent in to SWT. Please separate answer booklets from answer sheets.

7. Return to SWT, Service Center. Return all materials to Jacquelyn Burns Powell at the Service Center. Please separate test booklets and teacher manuals from used answer documents. DO NOT use paper clips or rubber bands to group answer documents; however, you may use paper bands to organize answer documents.

APPENDIX C

dallas independent school district

Linus Wright
General Superintendent

NOTIFICACION A LOS PADRES O AL GUARDIAN DEL
NIÑO O NIÑA MATRICULADO EN EDUCACION BILINGUE
K-5

Su hijo(a) ha sido identificado como estudiante limitado en el conocimiento de inglés y está matriculado en un programa de instrucción bilingüe. La educación bilingüe es una parte íntegra del programa escolar total en el Distrito Escolar Independiente de Dallas. El programa bilingüe provee para las necesidades educativas y linguisticas del niño(a) que no habla inglés con facilidad. Desde el primer día de instrucción bilingüe, el estudiante aprenderá conceptos y destrezas basícas en un idioma que el/ella habla y entiende al mismo tiempo que aprende el inglés. Esta instrucción continuará hasta que su niño(a) haya aprendido suficiente inglés para poder participar con exito en un programa de instrucción completamente en inglés.

Es posible mudar a su niño(a) del programa de instrucción bilingüe. Esta solicitud debe ser hecha por escrito y debe ser firmada por el padre o la madre del niño o por el guardián.

Si tiene algunas preguntas por favor venga a nuestra oficina o ponganse en contacto con la maestra(o) de su niño(a). Tendremos gusto en contestarle cualquier pregunta que usted tenga sobre el programa bilingüe.

_____
Director de la escuela

_____
Escuela

_____
Número de teléfono

3700 Ross Avenue, Dallas, Texas 75204, 214/824-1620

dallas independent school district

Linus Wright
General Superintendent

PARENT OR GUARDIAN NOTIFICATION OF STUDENT
ENROLLMENT IN BILINGUAL EDUCATION
K-5

Your child _____, has been identified as a limited English proficient (LEP) student and is being enrolled in Bilingual Education. Bilingual Education is an integral part of the total DISD school program. It is designed to meet the educational and linguistic needs of LEP students. Learning basic concepts and skills in a language your child speaks and understands, as well as learning English, begins the first day of school and continues until such time as your child has gained sufficient proficiency in English to be able to successfully participate in an all English instructional program.

Request for transferring a child out of bilingual education may be made. This request must be in writing and signed by the child's parent or guardian.

If you have any questions or concerns, please come to our office or call your child's teacher. We will be happy to answer any questions or concerns that you may have.

_____
Principal's Signature

_____
School

_____
Telephone Number

431-31 42

dallas independent school district

Linus Wright
General Superintendent

NOTIFICACION A LOS PADRES O AL GUARDIAN DE
ESTUDIANTES LIMITADOS EN EL CONOCIMIENTO DE INGLES
EN EDUCACION BILINGUE 6-12

_____ ha sido identificado como estudiante limitado en el conocimiento de inglés y está matriculado en un programa de educación bilingüe. Los padres o guardianes de estos estudiantes en los grados 6-12 tienen el derecho de pedir que su hijo(a) sea matriculado en otro programa.

Si tiene algunas preguntas, por favor venga o llame a nuestra oficina. Tendremos gusto en contestarle cualquier pregunta que usted tenga acerca de esta notificación.

_____
Director de la escuela

_____
Escuela

_____
Número de teléfono

431-32

3700 Ross Avenue, Dallas, Texas 75204, 214/824-1620

dallas independent school district

Linus Wright
General Superintendent

NOTICE TO PARENT(S) OR GUARDIAN(S)
OF 6-12 LIMITED ENGLISH PROFICIENT STUDENTS
IN BILINGUAL EDUCATION

_____ has been identified as a limited English proficient (LEP) student and is enrolled in Bilingual Education. Parents of LEP students in grades 6-12 have the right to request that their son/daughter be transferred out of Bilingual Education.

If you have any questions or concerns, please call my office. We will be happy to answer any questions or concerns that you may have.

_____
Principal's Signature

_____
School

_____
Telephone Number

431-33

3700 Ross Avenue, Dallas, Texas 75204, 214/824-1620

dallas independent school district

Linus Wright
General Superintendent

NOTIFICACION DE RECLASIFICACION
DEL ESTUDIANTE

_____ ha sido reclasificado como estudiante con concimientos de inglés y no continuará en un programa de educación bilingüe. Este estudiante

- ha demostrado la habilidad de tomar un exámen en inglés
- ha pasado una prueba o exámen de inglés oral o por escrito de conocimientos de inglés
- ha demostrado que tiene conocimientos de inglés a un nivel significativo
- ha sido recomendado por el comité escolar de conocimiento de inglés que sea clasificado como estudiante con conocimientos de inglés.

Para asegurar que su hijo(a) este participando con exito en un programa completamente en inglés, continuaremos a observar su progreso escolar.

Si tiene algunas preguntas acerca de esta notificación, por favor venga o llame a nuestra oficina.

_____
Director de la escuela

_____
Escuela

_____
Número de teléfono

431-34

3700 Ross Avenue, Dallas, Texas 75204, 214/824-1620

dallas independent school district

Linus Wright
General Superintendent

NOTIFICATION OF STUDENT'S RECLASSIFICATION

_____ has been reclassified as English proficient and is being transferred out of bilingual education. This student

- has demonstrated the ability to take a test in English.
- has made an acceptable score in the English language oral proficiency test or English language written proficiency test.
- is proficient in English to a statistically significant degree.
- has been recommended by the campus level team to be reclassified.

In order to ensure your child's academic success, follow-up assessments will be made to determine your child's continued ability to participate effectively in an all-English instructional program.

If you have any questions, please call us.

_____
Principal's Signature

_____
School

_____
Telephone Number

431-35

3700 Ross Avenue, Dallas, Texas 75204, 214/824-1620